

2026-27 STAFFING BULLETIN #4

Correction #2

Deadline for lateral moves is extended for one more bulletin

Teachers applying for positions with special qualifications must provide proof of qualification at time of application.

Teachers interested in the following positions must state their intent by emailing a list of positions in priority order to hr@sd70.bc.ca Please use Posting #s to identify the position(s) you are applying for. A confirmation email will be returned.

The closing date for this posting is 9:00am, Oct 7, 2026. **Teachers must prioritize their references where more than one posting is requested.**

THE FOLLOWING TEACHERS IN ORDER OF SENIORITY HAVE VOLUNTEERED TO BE SURPLUS, HAVE BEEN DECLARED SURPLUS OR HAVE BECOME SURPLUS PURSUANT TO ARTICLES E.21 AND C.5 OF THE COLLECTIVE AGREEMENT:

Name	Aggregate 2026-27	FTE Surplus	FTE Entitlement	Comments
MacInnis, Lana	88.21	0.5	0.5	
Woodfin, Nikole	77.21	0.1	0.1	
Maschak, Alysia	52	1.0	1.0	
Bodaly, Kathleen	47.579	0.45	0.45	
Davis, Carla	41.474	1.0	1.0	
Lazzeratto, Carmen	29	0.571	0.571	

The following positions have been awarded from **Staffing Bulletin 2:**

Posting #	Location	FTE	Position	Term	Awarded
5	KFDC	1.0	Teacher/Advisor K-12 ^{*5}	2026-27	C. Bouchard

The following positions have been awarded from **Staffing Bulletin 3:**

Posting #	Location	FTE	Position	Term	Awarded
1	District	1.0	District Inclusion Resource Teacher ^{*1}	2026-27	Pending
2		0.5	School Counsellor ^{*2} – West Coast	TROT	
3		0.5	Speech and Language Pathologist ^{*3} – West Coast	2026-27	
4	ADSS	0.5	Video Media 11 and Humanities 8	TROT	M. Taylor
5		0.5	Indigenous Support Teacher ^{*4}	TROT	J. Sawyer
6	AES	1.0	Grade 3	TROT	K. Keeping

Staffing Bulletin #4
October 2, 2026

FOR SPECIFIC DETAILS REGARDING THESE POSITIONS, PLEASE DIRECT INQUIRIES TO THE “CONTACT PERSON” LISTED BELOW:

Posting #	Location	FTE	Position	Term	Contact
1	District	0.5	Elementary/Secondary Student Support Teacher ^{*1} – West Coast	TROT	M. Bennett
2	ADSS	1.0	Secondary School Counsellor ^{*2}	2026-27	C. McAulay
3		0.143	CLE 10 (Semester 1)	2026-27	

***1 ELEMENTARY/ SECONDARY - STUDENT SUPPORT TEACHER**

Required qualifications:

- Training and experience working with grade-level students.
- Experience with adapting materials, resources, assessments, and learning outcomes for student needs.
- Valid BC Teaching Certificate and familiarity with the BC Curriculum.
- Teaching category five or higher.

Preferred qualifications:

- A commitment to supporting a variety of learning needs.
- Experience/training in supporting the social-emotional learning needs of students.
- Committed to establishing and maintaining positive relationships with students, staff and parents.
- Committed to working as a member of a school team in support of students.

Key Responsibilities:

- will support students with various social emotional needs in schools
- participate in SBT
- liaise with teachers, Admin, families and community partners where appropriate
- maintain record keeping regarding work with students
- other duties as assigned

***2 SECONDARY SCHOOL COUNSELLOR**

A **School Counsellor** plays a pivotal role in supporting students' academic, social, and emotional well-being within an educational setting. They provide guidance, counseling, and advocacy to help students navigate personal challenges, academic obstacles, and social issues. Whether it's assisting with career exploration, offering emotional support during difficult times, or facilitating conflict resolution, school counselors work collaboratively to foster a positive and inclusive learning environment conducive to students' overall growth and success.

Responsibilities:

- provide personal/social counselling to students
- provide direct service to students' families
- act as advocate on behalf of students and their families
- provide brief personal/individual counselling
- provide career/vocational counselling
- participate as a member of the school-based team and/or learner support team
- facilitate instruction to students in peer helping, conflict resolution, leadership, social skills and life skills
- provide support to other educators teaching Career and Personal Planning and in promoting healthy school environments
- act as liaison with community agencies
- liaise with associate elementary schools to facilitate successful student transition to secondary setting
- work in consultation with Case Managers in the development and implementation of Individual Education Plans for students who require additional support
- serve as a member of the school's Critical Incident Response Team and act as liaison to the district's Critical Incident Response Team
- work collaboratively with parents, staff, administration, community groups, and outside agencies in support of students
- work within the established district and community agency referral processes.
- collaborate on Individual Education Plans (IEPs) for designated Intensive Behaviour students and assist staff members in implementing and monitoring these plans
- enhance students' educational achievement through goal setting, assisting with the development of Portfolios, IEPs and activities such as the promotion of effective work and study habits
- support the work of the school toward achievement of growth plan goals
- provide appropriate interventions to assist students with school-related problems and issues

Staffing Bulletin #4

October 2, 2026

- provide and support student learning in areas such as conflict resolution, social skills, and life skills
- other duties as assigned

Qualifications:

- A master's degree recognized by the BC College of Teachers in counselling psychology or a related discipline with a focus in counselling, which included a practicum
- A professional teaching certificate
- BC Valid Drivers License

Skills:

- knowledgeable about reporting procedures for Child Abuse and Drug Abuse
- knowledgeable about reporting issues related to suicidal ideation
- be familiar with the Inclusive Education Manual of Policies, Procedures and Guidelines
- knowledgeable of future changes in graduation requirements to facilitate appropriate decision making for students in course and program selection
- knowledge of practical strategies and interventions rooted in Trauma Informed practice to support, guide and advocate for students
- successful experience working with a variety of learners with learning/behavioural, and emotional difficulties and other special needs designated students would be an asset.
- strategies to identify emotional and behavioural difficulties early – to understand obstacles to learning.
- excellent written and oral communication skills
- evidence of personal initiative and strong work ethic
- demonstrated ability to work collaboratively with students, parents, and staff to enhance the school as a learning community.